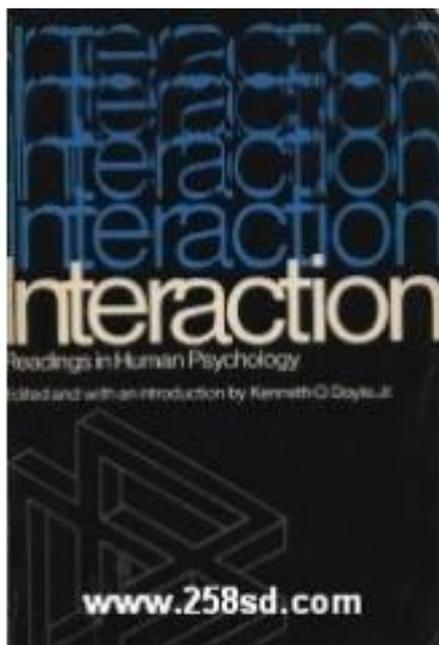


Interaction: readings in human psychology



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著者:

出版者:

出版时间:

装帧:

isbn:9780669748642

Psychology can be deadly. It can be disjointed, hypertechnical, irrelevant, and dull. At the other extreme, it can be sensational. Like a Sunday supplement, it can tease us and leave us with nothing. What psychology ought to be is something in between. First, it should be sound pedagogy. What we ask students to learn and teachers to teach ought to be educationally valuable and worth the time and effort to pursue it. There is no need to sacrifice scholarship for popularity, to trade rigor for large audiences. At the same time, what we learn and what we teach ought to be interesting, especially in the beginning courses. There is no requirement that rigor and scholarship be dry and dusty. The trick is to find this middle ground where pedagogy is not dull, where interest is not vain. One possibility might be

general human psychology. This is certainly an area of natural human interest--there is nothing more fascinating to you and me than me and you. And even more important general human psychology furnishes a literature that can illustrate sound psychological principles precise methodology and fine exposition. We have chosen general human psychology as the scope of this collection. How can we choose articles for a collection of readings in general human psychology? We can search the literature for those that meet selected criteria. As we have already stressed each selection must be substantive competently describing or illustrating at least one important principle point or concept. Each must also be stimulating both in the sense of general appeal and in the sense of being just different enough just difficult enough to pique the reader's interest. At the same time each article must be readable and intelligible and sufficiently pertinent and current to describe psychology today and its growing responsiveness to present-day questions. Finally the collection as a

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